Methods and Materials for Teaching ESL

Illinois Resource Center/ National CIL 505

Fall 2010

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**Phone:** 630-341-2556

**Schedule:** Wednesdays 4:45 – 8:45 p.m.

April 7, 14, 21, 28, May 5, 12, 19, 26, June 2, 9, 16

Illinois Resource Center

2626 Clearbrook Dr.

Arlington Heights, IL 60005

**Texts:**

Rothenberg, C. and Fisher, D. (2007) *Teaching English Language Learners: A Differentiated Approach,* Upper Saddle River, NJ, Pearson Education

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| **Date** | **Topic** | **Assignments** |
| **Session 1**  April 7 | Course Overview  Research in the Field  WIDA English Language Proficiency Standards |  |
| **Session 2**  April 14 | Comparison of Approaches  Comprehensible Input  Sheltered Instruction  Cooperative Learning Structures  Focusing Instruction on "Understandings"/ Big Ideas  The Lesson Cycle | **DUE:**   * Read Chapters 1 & 2 from Teaching ELLs: A Differentiated Approach   + **Create a graphic representation** * Read the WIDA ELP Standards: http://www.wida.us/standards/elp.aspx   + **Reading Reflection on Moodle** |

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| **Date** | **Topic** | **Assignments** |
| **Session 3**  April 21 | UbD and Lesson Design  SIOP  Differentiation  Key ELL Methods/Strategies | **DUE:**   * ***List of 5 Big Ideas*** *(See instructions later in Syllabus)* * Read Chapter 3 (*Teaching ELLs*) "Purposeful Planning” And Read (skim) Chapter 8 (*Teaching ELLs*) "Differentiated Instruction."   + ***Reading Reflection on Moodle*** * Read Tomlinson Article (link on Moodle) |
| **Session 4**  April 28 | Building Background Knowledge  Vocabulary  Oral Language  Graphic Organizers | **DUE:**   * ***Clinical #1: Graphic Organizer Strategy*** * Read Article by Baxendell “3 Cs of Graphic Organizers” (link on Moodle). * Read Ch. 5: (*Teaching ELLs*) "Oral Language: The Foundation of Literacy"   + ***Reading Reflection on Moodle*** |
| May 5 | CLINICAL DAY | **NO CLASS** |
| **Session 5**  May 12 | Reading | **DUE:**   * ***Clinical #2: Reading Strategy*** * Read half of Ch. 6: (Teaching ELLs) “Academic Language” pgs 136-161 * Read Articles (links on Moodle): "How Do English Language Learners Learn to Read?" by Slavin and Cheung **OR** "What Does Research Tell Us About Teaching Reading to ELLs?" Irujo   + ***Reading Reflection on Moodle*** |

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| **Date** | **Topic** | **Assignments** |
| **Session 6**  May 19 | Writing | **DUE:**   * ***Clinical #3: Writing Strategy*** * Read second half of Ch. 6 (*Teaching ELLs*) “Academic Language” pgs 161-183.   + ***Reading Reflection on Moodle*** |
| May 26 | CLINICAL DAY | **NO CLASS** |
| **Session 7**  June 2 | Content Areas  Bringing it All Together  Multiple Entry Points  Collaboration and Advocacy | **DUE:**   * ***Clinical #4: Your Choice*** * Read Ch. 7 (*Teaching ELLs*) “Grade Level Content”   + ***Reading Reflection on Moodle*** |

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| **Date** | **Topic** | **Assignments** |
| **Session 8**  June 9 | Recommended Materials for ELLs  Resources  Parents/Family Involvement | **DUE:**   * ***Clinical #5: Media List and Share*** |
| **Session 9**  June 16 | Assessment  Special Ed/ELLs | **DUE:**   * ***Final Project: Lesson Cycle*** * Read Ch. 4 (*Teaching ELLs*) "Assessment: Guide to Purposeful Planning."   + ***Reading Reflection on Moodle*** |

**Course Learning Outcomes**

* Demonstrate applications in discussions and assignments of the core principles, conditions, and factors that influence language acquisition, methods of ESL, and differentiated learning as specifically applied to ELLs.
* Apply several strategies (including TPR and LEA) for developing oral skills and for teaching reading and writing; report applications with emphasis on personal reflections and the benefits to ELLs.
* Apply a variety of cooperative structures, reflect and report on personal applications, and integrate them into written activities and lessons.
* Scaffold skill development in meaningful and authentic ways across all domains and for all levels of English language proficiency using diverse modalities and gradual release of responsibility.
* Plan standards-based content activities and lessons that include the SIOP components for sheltered instruction plus a focus on understandings/big ideas and key concepts in a sequence that progresses from visual previews to literacy tasks with differentiated language objectives for the four domains.
* Identify appropriate ESL materials and/or modify resources for a target ELL population.

**Course Requirements**

**Participation:**

You are expected to attend all class sessions. According to IRC policy, after more than one absence, your course grade will be lowered. You are required to make up any course material that you miss in the event of an absence. Please e-mail or call me about missed class sessions, and we can come to an arrangement.

Discussion and class participation is a large part of this course. I will be modeling strategies that are best practice in the field of ESL/Bilingual education. I believe that your full participation in these types of activities will ensure your increased knowledge in the field.

Throughout the coursework, you will be asked to try out the strategies and methods with students. I encourage you to reflect and grow through the experience.

**Moodle:**

The outline and many of the materials used for this course will be posted on MOODLE. Please check the site for materials to be printed and brought to each class. Each student will be required to participate in Reading Reflection Discussions on Moodle for the assigned reading each week. See the course calendar for details.

MOODLE: Go to The Center's Moodle at <http://tools.thecenterweb.org/moodle>  
  
RETURNING USERS: If you have used Moodle in a previous IRC course, then you already have an account set up.  If you don't remember your login/password, click "Lost Password"? under the Login box on the left side of the screen.  
  
NEW USERS: If you are new to our Moodle, click "Create new account" under the Login box on the left side of the screen.  Complete all the required fields. Next, You must check your email and confirm the account creation before you can log in.  
  
LOG IN: Enter your username and password.  
  
ENTER THE COURSE: Click on the course **"ESL Methods and Materials (Keppler, Spring 10)"**  
Enter the enrollment key, which is:  **spring2010methods**

**Evaluation Criteria:**

See the assignment list for point values and scores for each assignment. Every assignment counts toward the final course grade. You are welcome to submit assignments ahead of time to get feedback before the final due date.

Assignments must be submitted by the final due date or they will not be accepted. If there is an issue concerning this matter, please consult with me before hand (email [lauren.keppler@gmail.com](mailto:lauren.keppler@gmail.com)).

If you would like to revise an assignment to improve a grade, a revision may be done for additional credit. One week is allowed for revisions. Please write the word REVISION at the top of the assignment, include the original assignment, and highlight the changes on your new work.

**Textbook , Readings, and Assignments (15%)**

**Reading Reflections**

The textbooks are filled with ideas and strategies to meet the needs of diverse English Language Learners. Several relevant articles will also be assigned. You will be asked to complete a reading reflection discussion on Moodle for each session. For these reading reflections, you will be asked to summarize your learning, and reflect on your practice. You will be graded on your reading reflections using the following rubric.

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| --- | --- | --- | --- |
|  | 2 points | 1 point | 0 points |
| Summary |  | I summarize the key points of the reading. | I don’t summarize any point of the article |
| Application | I give at least one way that I can apply the information to my own teaching practices, and explain how it would look in my own classroom with my own students. | I give at least one way that I can apply the information to my own teaching practices. | I don’t state any way that I could apply the information in this reading to my own teaching practices. |

**Big Ideas List**

Part of the goal of this course is to familiarize teachers with the concept of teaching from “Big Ideas.” Based on the examples in class, create a list of 5 big ideas that you will teach in your curriculum. This list should be relevant to your content areas, and will form the basis for further lesson planning. Indicate the Illinois Learning Standard and WIDA Standard that each Big Idea addresses.

* To access examples on Big Ideas, visit <http://netvouz.com/jgordon>. In the Curriculum Development Category, select Examples of Understandings/Big Ideas.
* To access ISBE standards, visit [www.isbe.state.il.us/ils/](http://www.isbe.state.il.us/ils/).
* To access the WIDA Standards, visit www.wida.us/standards/elp.aspx

**Clinical Hours (50%)**

Twenty hours of clinical experiences are required for this course. Please be sure to record the time spent on the clinical hours on the Log Sheet provided. This log must be submitted to the IRC/NLU along with your final grade at the end of the course.

The following clinical experiences have been designed to compliment this course. Please consult with me if you have alternate clinical experience ideas.

**Clinical #1: Graphic Organizer Strategy**

Choose a graphic organizer to apply with your own students. Any graphic organizer is allowed, except for a Venn Diagram. If you have trouble finding an appropriate graphic organizer to use with your students, please talk to the instructor.

1. Use the graphic organizer with a group of ELL students. (Contact me for alternate possibilities if you don’t have access to students.)
2. Reflect on the experience in a one page typed write up that includes:

* a description of the graphic organizer itself
* a description of how you used it and in what context
* a detailed reflection on your experience

1. Please attach relevant artifacts (student work, graphic organizers or pictures created for the strategy, copies of charts, etc.) Photos of the experience are welcome (and they are a great artifact for your professional portfolio.)
2. Be prepared to briefly share your graphic organizer and experience with your classmates.

**Clinical #2: Reading Strategy**

Choose a reading strategy to apply with your own students. If you have trouble finding an appropriate reading strategy to use with your students, please talk to the instructor.

1. Use the reading strategy with a group of ELL students. (Contact me for alternate possibilities if you don’t have access to students.)
2. Reflect on the experience in a one page typed write up that includes:

* a description of the reading strategy itself
* a description of how you used it and in what context
* a detailed reflection on your experience

1. Please attach relevant artifacts (student work, graphic organizers or pictures created for the strategy, copies of charts, etc.) Photos of the experience are welcome (and they are a great artifact for your professional portfolio.)
2. Be prepared to briefly share your reading strategy and experience with your classmates.

**Clinical #3: Writing Strategy**

Choose a writing strategy to apply with your own students. If you have trouble finding an appropriate writing strategy to use with your students, please talk to the instructor.

1. Use the writing strategy with a group of ELL students. (Contact me for alternate possibilities if you don’t have access to students.)
2. Reflect on the experience in a one page typed write up that includes:

* a description of the writing strategy itself
* a description of how you used it and in what context
* a detailed reflection on your experience

1. Please attach relevant artifacts (student work, graphic organizers or pictures created for the strategy, copies of charts, etc.) Photos of the experience are welcome (and they are a great artifact for your professional portfolio.)
2. Be prepared to briefly share your writing strategy and experience with your classmates.

**Clinical #4: Your Choice**

Please choose from the clinical experiences listed below:

1. **Observation:** Observe in an ELL/ESL/TBE/DBE/DL classroom(s) for a minimum of 5 hours. These do not have to be consecutive hours! You may want to observe in a variety of settings. Consult with the teacher(s) working in that setting. What does he/she find to be the most effective strategies for working with ELLs? If you observed in a bilingual setting, how does the bilingual instruction inform ELL instruction? Write a summary (2-3 pgs) of your experience including observations, discussion with the teacher, your personal reflections, and thoughts on application of what you’ve learned. Please make connections to coursework as much as possible.
2. **Workshop or Conference:** Attend a workshop or conference that deals directly with instructional strategies for English Language Learners. Then apply one strategy that you learned at the workshop/conference with your own students. Write a summary of the workshop/conference, and report on the outcomes of your application of the strategies you learned. Describe the strategy, how you used it, and include a reflection on your experience using the strategy with your own students.
3. **Build- Up Your Instructional Repertoire:** Design a collection of three reading/writing/vocabulary strategies that would be used in a unit designed for one content area (math, science or social studies) unit at your grade level. The unit should show your unit big idea, your classroom population and your rationale. A lesson plan should be written for each strategy that describes the strategy in detail, includes a description of materials, includes how the strategy will be presented to students, show a direct link to the WIDA standards, and discusses how the strategy meets the different needs of students at the 5 levels of language proficiency. (You do not need to use the lesson cycle. Use a format that suits your needs.)
4. **Research a strategy:** Select a new strategy you would like to learn and implement in your classroom. Research about the strategy in a professional journal (*TESOL Quarterly, NABE Journal, The Reading Teacher, ASCD, Mathematics in the Middle School, Educational Leadership,* etc.). Teacher magazines such as *Mailbox* or *Instructor* are not accepted sources for this assignment. Write a 3-page summary of your findings including a description of the strategy, your reflections on its use and a plan to implement the strategy with students. If you have tried it with students, please reflect on that as well. A copy of the article from the journal must be attached to your summary.
5. **Read a book:** Select a book to read pertaining to Methods of Teaching English Language Learners. Your book must be approved by me and must be directly related to our content. After reading, write a 2-3 page paper including a summary of the book, your reflection on its contents, connections to your teaching and a plan for application. If you have tried anything you read about with your students, please reflect on that as well. A copy of the book must be submitted with your write up (it will be returned the following week.)
6. **Develop Materials:** For this choice, you are free to develop materials that support your teaching of ELL students. Some examples might be word banks to go along with your journal prompts, photos or picture clues related to your curriculum, felt board stories or other visuals, word sorts, a newcomer survival kit, picture clues for your spelling list, etc… This must be a substantial project with ample resources developed. An annotated list of materials and summary of how the materials will be used should accompany the project. (1-2 pages) Please see me to discuss additional ideas for this choice.
7. **Video Observation(s):** Observe a professionally videotaped lesson and critique the lesson using SIOP criteria. Write up the critique and a personal reflection of your observations and relate it to what you’ve learned in class. (2-3 pages)

**Clinical #5: Media List**

Design a diverse multi-sensory media list based on a nonfiction topic taught in your class. You can include: realia, manipulatives, web pages, videos, pictures/visuals, songs/music, multi-level reading materials, and anything else related to your topic. You must gather a minimum of 10 media materials that support the differentiated/sheltered teaching of your topic. Your materials should include at least two resources that support native language use, such as a bilingual or native language textbook, picture book, or webpage. You must submit a typed 1-page annotated list of your materials, the topic/big idea that they support, and a one-paragraph summary explaining how your choices will support your teaching. A template and examples are on Moodle.

Please bring 20-30 copies of your annotated list to class so that everyone benefits from one another.

This is due **June 9**. Please bring the materials to class for a resource fair.

**Final Project – Lesson Cycle (35%):**

You will develop a curriculum lesson cycle using sheltered, content-based strategies learned/used in class. This should be a full lesson cycle including the preview phase, focused learning phase, and application phase. The lesson cycle must include a big idea, applications of WIDA standards, and integrate reading, writing, speaking, and listening with a content area (language arts, math, science, or social studies.) Each lesson must also provide points of entry/differentiation for students at different language proficiency levels. Please see the template and examples on Moodle.

You will need to submit an abstract of your lesson cycle on Moodle by **June 2** (session 7). Your abstract should include the grade level, content area, Big Idea, and IL State Content and WIDA Standards. This abstract will be used by your peers to select sessions during our “mini-conference” on our last class day.

Your lesson is due on June 16 (session 9). You will be graded according to the rubric found on Moodle. Be prepared to present your lesson on our last class day to a small group of your peers.

You have the option of turning in your lesson on Moodle, or in class as a hard copy. If you turn in a hard copy and would like it returned to you, please include a self-addressed and stamped envelope with your lesson.

Methods and Materials for Teaching ESL Assignments

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fall 2010

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| **#** | **Assignment** | **Due** | **Points** | **Grade** |
| 1 | Graphic Representation: *Teaching ELLs* Chs 1-2 | Session 2 | 3 |  |
| 2 | Reading Reflection: *WIDA Standards* | Session 2 | 3 |  |
| 3 | List of 5 Big Ideas | Session 3 | 6 |  |
| 4 | Reading Reflection: *Teaching ELLs* Chs 3 and 8 | Session 3 | 3 |  |
| 5 | Clinical #1: Graphic Organizer Strategy | Session 4 | 15 |  |
| 6 | Reading Reflection: *Teaching ELLs* Ch 5 | Session 4 | 3 |  |
| 7 | Clinical #2: Reading Strategy | Session 5 | 15 |  |
| 8 | Reading Reflection: Articles | Session 5 | 3 |  |
| 9 | Clinical #3: Writing Strategy | Session 6 | 15 |  |
| 10 | Reading Reflection: *Teaching ELLs* Ch 6 | Session 6 | 3 |  |
| 11 | Clinical #4: Your Choice | Session 7 | 35 |  |
| 12 | Reading Reflection: *Teaching ELLs* Ch 7 | Session | 3 |  |
| 13 | Clinical #5: Media List and Sharing | Session 8 | 20 |  |
| 14 | Reading Reflection: *Teaching ELLs* Ch 4 | Session 9 | 3 |  |
| 15 | Final Project: Lesson Cycle | Session 9 | 70 |  |
| Total Possible Points | | | 200 |  |

**Final Grade Determination:**

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| --- | --- | --- | --- | --- |
| **A 95-100%**  **189 - 200 Points** | **B 85-94% 169 - 188 Points** | **C 75-84%**  **149 - 168 Points** | **D 65-74%**  **129 - 148 Points** | **F 0-64%**  **0 - 128 Points** |

Late assignments **WILL NOT BE ACCEPTED** (0 points) unless previously approved.

Revisions can be made to improve grades. Please include the original graded assignment with your revision and write the word “REVISION” at the top of the page. Please highlight changes you have made.